U.S. Department of Education **September 2003**

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

Name of Principal Mr. Harold E. Welling
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Smith Valley Elementary
(As it should appear in the official records)

School Mailing Address 600 Batavia Lane
(If address is P.O. Box, also include street address)

Kalispell	MT	59901-7223
City	State	Zip Code+4 (9 digits total)

Tel. (406) 756-4535 Fax (406) 756-4534

Website/URL n/a E-mail sv89@centurytel.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Harold E Welling Date 1-22-04
(Principal's Signature)

Name of Superintendent* Mrs. Donna R. Maddux
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Flathead County Superintendent of Schools Tel. (406) 758-5720

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Donna R. Maddux Date 1-22-04
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Keith A. Miller
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Keith A Miller Date 1-22-04
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   __1__ Elementary schools
   ___1__ Middle schools
   _____ Junior high schools
   _____ High schools
   _____ Other (Briefly explain)

   ___2__ TOTAL

2. District Per Pupil Expenditure: __$5,492.00___

   Average State Per Pupil Expenditure: __$7,092.00___

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [X] Rural

4. __1___ Number of years the principal has been in her/his position at this school.

   __8__If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	10	8	**18**		**7**			
1	5	15	**20**		**8**			
2	8	7	**15**		**9**			
3	10	9	**19**		**10**			
4	13	9	**22**		**11**			
5	10	5	**15**		**12**			
6	4	9	**13**		Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					122

6. Racial/ethnic composition of the students in the school:

96.7 % White
0 % Black or African American
.8 % Hispanic or Latino
2.5 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 28.7 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	22
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	13
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	35
(4)	Total number of students in the school as of October 1	122
(5)	Subtotal in row (3) divided by total in row (4)	.287
(6)	Amount in row (5) multiplied by 100	28.7

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 47 %

72 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10.7 %
13 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	____Orthopedic Impairment
____Deafness	__2_Other Health Impaired
____Deaf-Blindness	__7_Specific Learning Disability
____Hearing Impairment	__4_Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	_____	___1____
Classroom teachers	__7____	___1___
Special resource teachers/specialists	__1____	_____
Paraprofessionals	__2____	_____
Support staff	__2____	____1___
Total number	__12___	____3___

12. Average school student-"classroom teacher" ratio: __1:17.4_____

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94.4%	94.5%	93.7%	94.1%	93.9%
Daily teacher attendance	95.5%	95.2%	93.7%	95.1%	94.8%
Teacher turnover rate	0%	0%	*8.3%	0%	0%
Student dropout rate	n/a	n/a	n/a	n/a	n/a
Student drop-off rate	n/a	n/a	n/a	n/a	n/a

* Only one teacher was replaced for the 2000-2001 school year.

PART III - SUMMARY

Located in a rural area west of the city of Kalispell in Northwest Montana, Smith Valley Elementary School has provided high-quality educational experiences to students for over one hundred years. Beginning in the 1890's as a one-room schoolhouse with one teacher, the elementary school has slowly grown to its present size. Today seven classroom teachers provide instruction to approximately one hundred forty-five students in kindergarten through grade six.

Smith Valley Elementary operates in a traditional school structure with seven single-grade classrooms. The teacher in each classroom teaches one grade level and provides the basic instruction in all curricular areas. Specialized teachers in reading, Title I, special education, and guidance provide educational support for students and classroom teachers. Special education support services are provided through the district's membership in the Flathead County Special Education Cooperative.

Elementary education is only the first step in the life-long process of learning. With that in mind it is the stated mission of the Smith Valley Elementary School to academically prepare each student to his or her fullest potential in a safe learning environment using every resource available. In order to achieve the best education the community can provide for its children, we constantly strive to:

- Employ a staff that is energetic, caring and dedicated to teaching curriculum that meets the academic needs of each individual student.

- Utilize curriculum that meets or exceeds today's rigorous national, state and local standards and that is challenging to the students.

- Provide a physically and emotionally safe environment in which learning is nurtured.

- Encourage parents, grandparents and other members of the community to take an active role in the education of children of the Smith Valley community.

From the outside, the casual observer would glimpse a small, rather old set of three buildings that provides no hint of the exciting learning experiences happening with children on the inside. The members of the community know it is not the buildings that make Smith Valley Elementary an extraordinary place for children to learn; it is the hard working and dedicated staff that strive daily to make a difference in the lives of students. Buildings do not make a school; students, parents, and teachers do.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Question 1

In Montana, elementary school districts are required to test all students in grades four, and eight using the Iowa Test of Basic Skills on an annual basis. Smith Valley Elementary tests students in grade four and submits those scores to the Montana Office of Public Instruction for comparison with other schools statewide. The district goes one step further and tests all students every year beginning in grade three. By testing students from grade three on, we are able to gain a clear picture of trends in student performance at each grade level, individual student achievement gains, and any concerns we might have in instruction, curriculum, or instructional materials and texts. While we felt our instruction and curriculum were very solid, we were not satisfied with the level of student achievement in mathematics and reading for several years prior to the 2000-2001 school year.

In mathematics, scores were consistently at or slightly below the national average. Student test scores were consistently averaging in the mid to low average range. To improve student performance, we replaced the existing math text series with a new one that would include fewer repetitive computation problems and instead focus more on concepts and problem solving. Test scores in the first year of the adoption still averaged in the low average range, but we have seen significant improvement in student test scores in each year since. Over the past three years, our mathematics test scores have risen by 36% with the mean score now in the above-average range. Average mathematics scores for Smith Valley students that were in the fifth stanine have now raised one full stanine and are now in the sixth.

Smith Valley Elementary students have also demonstrated similar improvements in their reading scores. This improvement is most evident in the area of reading comprehension where the average score is up by more than 35%. In 2000, reading scores were averaging in the low-average range as measured by the Iowa Test of Basic Skills. Through the use of a new basal reading series and the addition of more one-on-one and small group instruction, the average reading score has risen to the above-average range.

Achievement tests allow us to assess our school's performance and to compare it with other schools in the state and nation. Normed tests are only one of many the assessment tools used during the school year to provide a measure of student learning. The improvement in achievement, demonstrated by rising scores on the annual achievement tests, becomes far more visible when one looks at overall student performance in the classroom.

Question 2

Smith Valley Elementary assesses each student against local, state and national benchmarks using a variety of methods and tools. While all areas of the curriculum are evaluated, special emphasis is given to the results in mathematics and reading.

Language and reading development is assessed early in kindergarten using the Oklahoma Assessment and teacher-developed tools. During the spring of their kindergarten year, all students are again assessed using the Early Steps Reading Assessment. Students whose scores indicate a need for language support are then provided specialized instruction in two ways. The first adjustment is placement in a small group for reading instruction in the classroom. This allows more individual time for instruction from the classroom teacher. Second, the student is placed in the Title I Early Steps reading program for additional one-to-one or small group instruction and support.

Beginning in grade three, all students are assessed using the Iowa Test of basic Skills. In order to provide as accurate a picture of student achievement as possible, students in each grade receive instruction during the school year on test-taking techniques. Following the testing periods, rewards are also given to students who use all of the allotted testing time. The rewards encourage students to avoid rushing through the testing process and to review their test answers looking for errors.

Achievement test scores are analyzed and then used in three ways by the district. Individual student data is studied to determine those students in need of additional support in reading, language arts, or mathematics. A plan of action for the student is then developed. The classroom teacher and or the Title I staff provide additional instruction for remediation when indicated. Total classroom data is evaluated and used to determine if there is a need to provide additional Title I instructional support for the entire class. Grade level data is used to evaluate, and if necessary, adjust the curriculum and materials used for instruction in each class.

Question 3

It is a fundamental belief of the Smith Valley Elementary staff that the more highly involved parents are with their children's education, the more successful the children are. Parents must not only know what their child is doing in his or her classroom, they must also become active participants in the child's education. Open and honest communication between the home and school is absolutely vital if parents are to be made to feel welcome in the school. All parents and other community members are encouraged to visit classrooms at any time as visitors or volunteers.

Each year our teaching staff schedules a minimum of 12 hours for parent-teacher conference time. Six hours of this time is spent holding traditional conferences in which the teacher and parent meet in private to discuss the student's social and academic progress. New to our district this spring will be a second round of student-led conferences in which the teacher acts only as a facilitator and observer. Student-led conferences encourage the student to conduct a self-evaluation and then share his or her work and thoughts with the parents. Through these two conference sessions, parents are made aware of student progress in the classroom.

Following achievement testing, parents and students are invited into each classroom in order to meet with the teacher and discuss the individual student's test results. During this meeting, parents are provided with a copy of their child's personal profile and test narrative. The parent is

also given a complete explanation of the test results along with what the results indicate about the student's achievement. Discussion time is scheduled so that the parents may have a chance to receive answers to any questions they may have.

Question 4

Should the Smith Valley Elementary School and staff be honored with a selection as a Blue Ribbon School, we would eagerly share our methods for success whenever and however asked. We have discussed such possibilities as: offering on-site visits with training for teachers and administrators on how our student support system operates, presenting in-service sectionals at both local and state level conferences, and publishing weekly educational tips for parents in the local newspaper.

Teachers in our district have always been leaders in providing in-service training to other teachers in Northwest Montana. In the past, Smith Valley Elementary School staff members have provided in-service in areas such as reading instruction methods, hands on science, and school safety. Today we could offer training in areas such as increasing parent involvement in the educational program, improving student behavior and safety, Title I School Wide programs, and the use of assessment data as a tool for improved instruction. In a state with hundreds of small rural schools, we feel we could be a valuable resource through in-service presentations to others either in their schools or as part of on site campus visits to our district. Our success can be duplicated in other schools with little or no additional staffing or resources. It simply requires a staff unwilling to accept anything less than high student achievement.

PART V – CURRICULUM AND INSTRUCTION

Question 1.

Smith Valley Elementary functions as one of twelve independent rural elementary feeder school districts whose students, along with students from the city of Kalispell, come together to attend Flathead County High School. These thirteen districts, along with a number of other regional school districts, have joined together to form the Northwest Montana Curriculum Cooperative. Membership in the cooperative allows the district staff to participate in the development of a high quality, consistent curriculum that is used throughout the northwest region of the state.

Communication Arts is considered by the district to be the curricular area upon which all other areas are built. Smith Valley Elementary incorporates reading, literature, writing, speaking, listening and media literacy. Each of the above areas is outlined in the curriculum with specific benchmarks to be attained in each area. In kindergarten and first grade, reading is the curricular area that receives the greatest emphasis to ensure that the students may be successful in all subjects. More and more instruction in the other curricular areas is added as students move from grade to grade.

In mathematics, we have designed the curriculum to take the child's enthusiasm and natural curiosity about the world around them and channel them into an enjoyment of problem solving. Children are given opportunities to explore, discover, communicate, and make connections while processing from concrete, to pictorial and, finally, to abstract understandings of math concepts. Math instruction at Smith Valley Elementary provides the skills necessary for life in a rapidly changing world where the student will need the tools to solve problems not yet envisioned.

Social Science curriculum at Smith Valley includes instruction in the areas of civics, history, geography, economics, sociology and current events. Social studies helps students become independent learners, gain an understanding of the democratic process, become active participants in the democratic process, and learn to address social issues and work for social justice in the context of democratic principals.

The purpose of the science curriculum is to prepare students for the challenges of the 21st century. By applying process skills while learning the concepts of science, students learn to develop the critical and creative thinking skills necessary to live in our rapidly changing world.

Health enhancement is the area of comprehensive health education. This curricular area covers both physical education and health instruction. Through classes such as Swim for Life in third grade and Hooked on Fishing in fourth grade, students gain both physical activity and the skills necessary to participate in life-long physical activities. Health education aims to develop informed individuals who have the knowledge and skills necessary to assume responsible roles in dealing with personal, family and community health issues.

The primary goal of the fine arts curriculum is to provide students with exposure to art and music in such a way as to foster growth in both their ability to produce art that pleases them and their appreciation of the work of others. Fine arts instruction allows students to experience the creative process through a variety of media and materials.

Question 2.

Through its membership in the Northwest Montana Curriculum Cooperative, Smith Valley Elementary has shared in the development of curriculum that establishes challenging academic benchmarks in all curricular areas. Because it is the foundation on which so much other learning is built, reading has to be the most important curricular area taught at the elementary level. During the 2000-2001 school year, a comprehensive evaluation was made of the curriculum as well as the available basal text series prior to district adoption.

In order to meet the variety of skill levels and learning styles found in our student population, the Smith Valley Elementary School staff chose Scott Foresman Reading for the basal series in grades kindergarten through sixth. This basal series was selected because it is a scientifically research-based program that focuses on the five critical skill areas children need to read well: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. In addition, the series embraces other important elements of a high quality, comprehensive approach to reading

instruction. These elements include oral language development, alphabetic knowledge, decodable text, listening comprehension, informational text and on-going usable assessment.

Question 3.

As students progress with their education, they must develop a solid base in mathematics to be successful in high school and the world beyond. The mathematics curriculum at Smith Valley Elementary is designed to provide students with the skills necessary to build the strong foundation they need to succeed after elementary school. There are four learner outcomes that serve as the basis for the math curriculum.

The first learner outcome is to ensure that every child becomes a creative problem solver. With problem solving is an integral part of the curriculum. Beginning with the child's first encounters with mathematics, children develop a point of view as to what it means to learn mathematics and to solve problems involving math.

Learning to reason and communicate mathematically are our second and third learner outcome goals. Reasoning about what is happening and why it is happening, is a constant part of math instruction. Students are encouraged to analyze what they are experiencing and then share and explain their reasoning. Interaction with classmates helps the students understand concepts, diversify thinking, and clarify their ideas.

Math instruction is also designed to allow students to make the connection between what they learn and how it applies to the real world outside the classroom. Students are shown connections among computation, geometry, measurement and problem solving. Connections are then explored, discussed and generalized so that mathematics can be viewed as an integrated whole, rather than an isolated set of topics.

Question 4.

The staff at Smith Valley Elementary School employs a wide variety of instructional methods in their teaching. Beginning in kindergarten and continuing into first grade, most small or large group instruction is teacher directed in the classroom. Typically, students are grouped by abilities in these grades in math and reading. Ability grouping allows for additional support from both the classroom teacher and the Title I School Wide staff for those needing extra help and enrichment for students who have gained skills at an earlier time. During the spring of the kindergarten year, students are assessed using the Early Steps Reading Assessment. Students who are determined to be in need of support are enrolled in the Early Steps Program for support and remediation in reading.

As students progress in school from grade to grade, the variety of instructional methods increases. Students are challenged to become more independent learners. Group instruction is still used, but more teacher-led direct instruction and small group student-led learning is

introduced. Parents are also encouraged and trained to become involved in their children's learning.

Encouraging parental involvement required our staff to use creative problem solving. By instituting parent math nights, we were able to provide materials and training to parents so that they could continue to work with their children at home using games to enhance math skills and concepts. The materials are of particular benefit to the 55% of our children whose families are living at or below the poverty level. Classrooms with high numbers of children receiving free or reduced lunches are selected for the earliest interventions.

In reading, additional involvement is encouraged through the use of national and local classroom reading projects. Included are programs such as Pizza Hut's Book It program, school wide reading rewards, and community reading volunteers.

Question 5.

Professional development in the Smith Valley District is made up of three distinct parts. Montana law requires each certified teacher to participate in eighteen hours of formal in-service training each school year. A second form of training comes in the form of on going staff development during scheduled monthly meetings. Additional training comes through the districts mentoring program for beginning teachers.

Each year all staff members identify areas of need or concern. In some cases the need or concern is one, which affects all grade levels. An example of this type of concern would be student behavior and school safety. At other times the individual teacher feels the need to improve. A teacher, for example, may feel a need for new methods to improve science instruction in the classroom. Once a need is identified, either an individual teacher can be sent out of the district for in-service training or in-service trainers can be brought in to provide in-service to the entire district staff.

Student behavior was, in fact, an identified area of concern by the staff. Six staff members have been sent outside the district for training in a program known as The Montana Behavior Initiative. These staff members then returned to school to develop procedures and present information for use by the entire district staff.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 4 Test Iowa Test of Basic Skills

Edition/publication year 2001 Publisher Riverside Publishing

Number of students in the grade in which the test was administered 22

Number of students who took the test 22

What groups were excluded from testing? Why, and how were they assessed?
None

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
SCHOOL SCORES					
Total Score-Language	64	66	43		
Number of students tested	22	19	10		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
Number of students tested					
2._____ (specify subgroup)					
Number of students tested					
3._____ (specify subgroup)					
Number of students tested					
4._____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

District Data may not be disaggregated by socioeconomic groups. Ethnic/Racial groups are so small as to be statistically insignificant.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 4 Test Iowa Test of Basic Skills

Edition/publication year 2001 Publisher Riverside Publishing

Number of students in the grade in which the test was administered 22

Number of students who took the test 22

What groups were excluded from testing? Why, and how were they assessed?
None

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
SCHOOL SCORES					
Total Score - Math	68	61	34		
Number of students tested	22	19	10		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
Number of students tested					
2._____ (specify subgroup)					
Number of students tested					
3._____ (specify subgroup)					
Number of students tested					
4._____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

District Data may not be disaggregated by socioeconomic groups. Ethnic/Racial groups are so small as to be statistically insignificant.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 4 Test Iowa Test of Basic Skills

Edition/publication year 2001 Publisher Riverside Publishing

Number of students in the grade in which the test was administered 22

Number of students who took the test 22

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March		
SCHOOL SCORES					
Total Score - Reading	69	60	43		
Number of students tested	22	19	10		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
Number of students tested					
2._____ (specify subgroup)					
Number of students tested					
3._____ (specify subgroup)					
Number of students tested					
4._____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

District Data may not be disaggregated by socioeconomic groups. Ethnic/Racial groups are so small as to be statistically insignificant.